

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Phillip T. Adzima

Official School Name: St Mark School

School Mailing Address:
500 Wigwam Lane
Stratford, CT 06614-2491

County: Fairfield State School Code Number*: 2113805

Telephone: (203) 375-4291 Fax: (203) 375-4833

Web site/URL: www.stmarkschool.org E-mail: saintmarks@optonline.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Margaret Dames

District Name: Diocese of Bridgeport Tel: (203) 416-1375

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Walter Brown

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 16 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	17	10	27	7	4	22	26
K	9	13	22	8	6	14	20
1	6	18	24	9	0	0	0
2	11	10	21	10	0	0	0
3	5	9	14	11	0	0	0
4	6	14	20	12	0	0	0
5	14	7	21	Other	0	0	0
6	5	4	9				
TOTAL STUDENTS IN THE APPLYING SCHOOL							204

6. Racial/ethnic composition of the school:

<u>0</u> % American Indian or Alaska Native
<u>0</u> % Asian
<u>4</u> % Black or African American
<u>8</u> % Hispanic or Latino
<u>1</u> % Native Hawaiian or Other Pacific Islander
<u>86</u> % White
<u>1</u> % Two or more races
<u>100</u> % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1.	183
(5)	Total transferred students in row (3) divided by total students in row (4).	0.016
(6)	Amount in row (5) multiplied by 100.	1.639

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

The school's parent income levels do not allow the school to qualify for this program.

10. Students receiving special education services: 2 %

Total Number of Students Served: 4

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>2</u>
Special resource teachers/specialists	<u>0</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>2</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>11</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	95%	96%	97%	95%
Daily teacher attendance	98%	98%	96%	99%	99%
Teacher turnover rate	2%	13%	0%	0%	6%

Please provide all explanations below.

In the 2006-2007 year, the 13% turnover rate represents retirement and maternity of two full-time teachers

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

The mission of St. Mark School is to support the parents in teaching their children to know Jesus Christ within the Catholic faith. Faculty and staff are committed to providing a challenging academic curriculum while fostering a respectful and caring environment. The school community is dedicated to being a partnership of students, teachers and parents. The three pillars of Academics, Faith, and Community support the mission. The student body is mainly Catholic, however, the school welcomes all children regardless of race, religious affiliation, national origin, or gender.

A Diocesan-mapped curriculum is the foundation of a challenging academic program. Curriculum maps provide teachers with a framework for their lesson plans while allowing them the freedom to reach and inspire every child. The maps ensure that every child, at every level, receives the core instruction needed to be successful and also provides enrichment for all students and a supportive parent unit.

The strength of the diocesan-mapped curriculum is supported and enhanced by a premier facility, wide spectrum of courses, and by a well-qualified and caring staff. Saint Mark is a community of educators. The teachers, staff, administrators, and parents all have this responsibility to educate the students. As a team, the school teaches not only academic lessons, but lessons about faith, and about life. Everyone treats each other as family and support each other's efforts.

Great learning happens at Saint Mark School! Students in grades 5 through 8 are learning the scientific method by presenting lessons to their own classes, creating volcanoes and home-made telescopes, and designing and crafting their own planets in the state-of-the-art science lab. All of the children visit the busy computer lab weekly. Kindergarten and first grade students become familiar with the mouse and keyboard and learn to use simple programs, while children in grades two and up become proficient with word processing, Power Point presentations, Excel spreadsheets, and creating web pages. Both of these labs, along with the library, have SMART boards and all of the classrooms have Internet access. "Extras" include a comprehensive Spanish program in all grades, a Reading Enrichment program challenging top readers, and a reading tutorial program which offers the extra reading help that some of the children need. Saint Mark teachers are state certified and continually participate in educational enrichment programs, and the school is accredited by the New England Association of Schools and Colleges, Inc.

We provide a respectful and caring environment built upon the solid understanding and joyful practice of the Catholic faith. Children learn God's love through the examples set by their teachers and parents, interactions with each other, and outreach projects to help those less fortunate. Saint Mark School teaches students to embrace good Christian values by supporting programs such as the International Project, Relay for Life, aiding victims of hurricane Katrina, helping the Ghana and Zimbabwe, sending cards and supplies to U.S. troops in Iraq and stocking local food pantries. Every student is required to complete service hours as part of the curriculum and every class must work to support one or more charitable organizations each year. Students donate more than 400 hours of volunteer service every year.

Saint Mark parents are their children's primary and most important teachers and embrace the role. Working closely with the faculty and staff, parents donate a total of over 4000 of hours of time at school helping with educational centers, tutoring students in math, accompanying the classes on field trips, delivering lunches, helping in the library, at recess, and with special projects throughout the year. Parents are active members of the School Advisory Board, responsible for building budgets, marketing the school, and planning for the school's long-term financial success.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St. Mark School administers the Iowa Test of Basic Skills (ITBS) as a primary source of standardized testing for the school. The ITBS is designed to test the students' basic knowledge of the skills taught in their grade level. These tests are given to grades three through seven. In the area of reading skills being tested include students' basic understanding of text, analyzing text for comprehension using various reading strategies, and using context clues to discover vocabulary meaning. In the area of Math, the test is divided into three areas - concepts/estimation, problems/data, and computation. Questions address several areas of math including number systems, terms and operations used in math, estimating, problem solving, graphs, tables, probability, statistics, and computation.

The teachers and administrator study the results using D3M, data-driven decision making. They evaluate the scores to determine whether past SMART goals and adjustments to the curriculum have been successful in increasing the quality of education. Teachers review individual standardized test performance to determine eligibility for the Enrichment Program and Algebra I. Teachers also use their own tests, class work and projects in evaluating student performance and determining individual needs. Over the past two years, the Diocesan Office of Education has required a computation skill benchmark math test to measure the new standards based curriculum map. The majority of students scored over 90% on the benchmark.

In the 2006 - 2008 school years, grades three through seven tested on or above grade level in both reading and math. Nationally, the students in grades three through seven scored in the top 10% in reading and in the top 10% in math. In fact, three of the five grades tested improved math scores by 10 percent over the 2006- 2007 year.

2. Using Assessment Results:

St. Mark's mission to provide a challenging academic curriculum is attained, in part, through the examination of the formal assessment data acquired from the Iowa tests. Teachers and administrators study, evaluate, and compare students' scores with their overall classroom grades. Should there be a discrepancy between the two, a meeting between parents and teacher would be called, and together a plan would be devised and implemented to better assist the student. The principal also reviews the students' weekly tests, interim reports and report cards to determine that each student is working to potential.

At the beginning of a new school year, teachers and principal review the upcoming students' test scores as individual learners and holistically as a class. Data helps the teachers plan specific instruction to address weak areas as indicated by lower test scores, as well as provide accelerated instruction for the advanced students. For example, after evaluating math scores for grades three through seven, it was noted that computation was the weakest skill in grades three, four, and five. A SMART goal was formed by the teachers to improve this skill by 5% was set and specific instructional methods were discussed and implemented. The goal was exceeded by 11% in a year's time and then the following year another 5%. Data gathered from the standardized tests aids the administration and faculty in generating guidelines for the school's curriculum and any instructional materials needed to meet the goal of providing a challenging curriculum

3. Communicating Assessment Results:

Communication between the parents and teacher is vital to the success of achieving the academic goals of St. Mark School. This partnership begins in September and carries on throughout the school year. Teachers explain how the students will be evaluated and assessed. Daily assignment pads, tests, interim progress reports, weekly correspondence for some, and quarterly report cards keep parents informed regarding their child's academic performance. Parent/teacher conferences are scheduled after each report card and at any time the parent or teacher feels it necessary. Because of the small class size, daily communication is possible for those students who are experiencing difficulties.

Iowa results are shared with parents in a Student Profile which explains the test and the child's scores. In addition, the teacher will schedule conferences when a student's progress changes and is always available. St. Mark School shares its successes with our school community through weekly Principal's NEWSLETTER. These newsletters help parents stay current with all the important and exciting news and information about new program updates of the week such as qualifying for the Blue Ribbon Nomination. The St. Mark Church weekly bulletin also includes school news and successes. Often times, pictures and articles are submitted and printed in two local newspapers, The Connecticut Post and Stratford Star, as well as the Diocesan newspaper, The Fairfield County Catholic.

4. Sharing Success:

Blue Ribbon School status signifies the highest honor and with it comes great responsibility. The school would continue to share its successes and best practices with other schools. Teachers will continue to have workshops throughout the year where educators come together from other schools to share and compare educational successes. The teachers will also continue to collaborate on curriculum mapping and meet regularly to create core maps and promote vertical articulation at all grade levels about the entire curriculum.

The school will also maintain its relationship with the area high schools to share academic expectations and to ensure that students are properly prepared for high school. The school's "state of the art" science lab will continue to grow in use enabling students to perform required lab work that position them to take advanced science courses in high school. The teachers will continue to collaborate with high school teachers and improve the Language Arts instructional methods in order to prepare students for advanced courses. The school has volunteered to pilot a fifth grade math program that will evaluate and enhance learning and the results are to be shared with other schools.

The school will soon become a model school for Literacy scheduling. The principal created a block schedule for grades kindergarten through eighth that incorporates the last two years of teachers' professional development in Literacy. Language Arts blocks of up to 160 minutes each day allow for Guided Reading and Writer's Workshop. This schedule will allow for more holistic education for the students. The success of this schedule will continue to be shared and studied throughout the Catholic schools by the professional development coach and principal.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Mark School curriculum recognizes that education is a life-long process and a collaborative effort of parents, students, and faculty. The curriculum and instruction are based on the Diocesan curriculum maps and the standards from the State of Connecticut.

Language Arts students are introduced to content materials that stimulate their thoughts and imagination through guided reading, reading centers and literature circles. This is to ensure that students develop an appreciation for the power of language. The skills of communicating ideas, writing to gain knowledge, and achieving an understanding of grammar and vocabulary enrich students' ability to understand written materials in other subject areas. Trade books, magazines, and textbooks are selected to include a variety of multicultural gender appropriate illustrations and literature providing other subjects enrichment.

In mathematics, basic computational skills and applying these skills to everyday problem solving are taught at every grade level. Students learn by using manipulative, worksheets, cooperative learning groups, and how to apply skills to everyday problem solving. Peer tutors help to raise student understanding of mathematics to a higher level. An accelerated program is available to advanced students which often qualifies graduates to take Geometry when they begin high school.

The science program objectives are the growth of scientific concepts inquiry, literacy and numeracy using microscopes and telescopes, performing experiments and dissections. The science teacher is a Bridgeport resident Astronomer who utilizes the school's state-of-the-art science lab. His long experience the Discovery Museum/Planetarium in Bridgeport, Connecticut enhances his instruction. A hands-on approach to teaching the scientific method is emphasized. This stimulates student imagination which is put into action. Students in grades five through eight participate in a Science Fair and use the scientific method to accomplish their projects.

The social studies program directs the development of students in their responsibilities as citizens, ensuring understanding as members of the global community, and teaching the necessary skills needed to understand and develop geographical concepts. This is taught through hands on experiences in the area, lecture, INTERNET and class trips.

Our computers/library skills program teaches students basic operations, keyboarding, and software application. The goal of teaching technology is that students be adept at integrating technology into all subjects. Internet connections are in all classrooms, and SMART boards are located in the Science Lab, Library, and Computer rooms. Library skills are taught to all grade levels with a emphasis on encouraging a love of reading. The librarian works collaboratively with the classroom teachers regarding research and projects.

Spanish is offered to all grade levels. The foreign language curriculum meets the requirements of the NCLB-BRS program. The program introduces primary-grade students to the Spanish language through repetitive drills, games, and songs. Upper-grade students are taught oral and written skills. This unique program enables many graduates to be advanced to Spanish II when they enter high school.

Religious education emphasizes the beliefs, values, and traditions of the Catholic faith. Students learn that a life of faith, prayer, and service to God, family, school, and community is the basis for true growth and happiness. Each class forms their own community of faith by attending Mass weekly. Students learn to live faithful and loving lives by taking part in community/world service projects and by participating in parish

liturgies. The entire curriculum reflects the developmental considerations of our students from a faith formation perspective.

Physical education ensures that each student is equipped with the knowledge, skills, values, and enthusiasm to maintain a healthy and active lifestyle into adulthood regardless of individual abilities. The purpose of the art program is to introduce students to basic elements and principles of art and design. Diversity is incorporated and students are introduced to artists from different backgrounds. The objectives of the music program include the students' ability to read basic musical notations and sing choral music with simple melodies. Our instructor guides a musical Christmas show and helps with our annual Talent Show.

2a. (Elementary Schools) Reading:

St Mark School's reading curriculum consists of stimulating imagination through literature, writing, music, and drama. In the elementary grades, teachers utilize a basal reading program that builds on a controlled vocabulary. It also incorporates phonemic skills. Phonics take-home booklets are a valuable connection between the parents and teachers. During group reading, critical thinking questions are asked to help the students analyze the stories. Workbooks are used to evaluate the students' progress. These assessments give the teacher pertinent information when establishing reading centers and for instruction in small reading groups. These work centers include listening centers, reading buddy, computer software, writing, and phonics. The process of guided reading has begun in grades Kindergarten through fourth grade. Students are tested in September and placed at a comfort level in reading center groups. The teachers have been trained over the past two years in workshops and through model lessons. Leveled reading books target specific remedial skills or provide challenging skills to those above grade level.

In the middle grades, a major focus is on helping the students develop a love of reading. To that end, many strategies are used. Some examples include the use of audio tapes to introduce or reinforce various reading concepts and literature circles, in which various reading strategies are examined. They also role play, perform mini plays, and utilize written material such as magazines, newspapers, and periodicals to enrich their understanding of other subjects. Developmental abilities are addressed through reflection, discussion, and writing. Creative writing strategies such as the Four Square Method and the Writing Diamond, enable students to communicate effectively what they have read. Students of all ages enjoy being read to – giving the teachers a perfect opportunity to introduce the children to the joy of reading.

Teachers regularly attend workshops that explore various reading strategies such as reading and literacy circles. Teachers have developed a literacy-rich curriculum by exploring and sharing various reading strategies. These strategies strengthen students' overall reading ability which benefits learning in all subject areas.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

Art engages the mind, body, and soul through exploration, vision, and execution of artistic mediums and modalities. Students of all levels of learning are welcome in the art classroom. The school follows standards set by the National Art Education Association. It is important that the students see how art is not only a universal language which reaches all peoples, but that all cultures create art as a way to know and share themselves. The teacher works closely with each classroom teacher to incorporate art across the curriculum. Examples of this have included an extensive project to celebrate Hispanic Heritage Month in which students'

works are displayed in the Stratford Library for the benefit of the community. Also, some students participate in a Christmas tree exhibit held by the Knights of Columbus in which they create tree ornaments according to specific criteria. The school has won, placed, and shown in this contest for their hard work and creativity.

If a class is studying another culture, such as Africa, India, China, or Europe, the art teacher provides instructions and information regarding that culture's specific art. Through their creations, the students acquire knowledge and appreciation of other cultures. Another example of how art enriches other subject areas would be the students' construction of a three dimensional building. They would implement their knowledge of mathematics to accomplish this project. To enrich the students' understanding of Colonial times, the Art teacher provides several examples and pictures of art from that time period. The students can then recreate a work of art, thereby developing a fuller understanding of that time period.

Students also learn about various artists and their works, therefore, growing in their understanding and appreciation of many different peoples and cultures. Through the mediums of paint, chalk, pencil, paper, clay, and ink, the students can explore various cultures and traditions, as well as share and enrich others in their communities.

4. Instructional Methods:

Various instructional methods are used to assist students' learning and stimulate creativity. By recognizing students' individual learning styles, it is important for the instructor to vary teaching techniques. St. Mark integrates textbooks with many different and creative instructional methods to reach all students.

Technology, such as computers, internet, power point demonstrations, SMART boards, DVDs, televisions, and transparencies, are used across the curriculum to enhance learning. Hands-on activities in all subject areas also enrich learning. These include play acting, debates, skits, dissections in science, drawing life-size historical figures, and writing, illustrating, and publishing books, just to name a few. Also, interesting and relevant field trips offer genuine hands-on learning in the areas of science, social studies, and literature.

The upper-grade math and science teachers compliment each other's curriculums through grade level conversations about curriculum mapping. The science teacher schedules labs that requires students to use their knowledge of the metric system which they learned in math class to perform the lab.. The math teacher instructs the students in scientific notation which enables them to express the answer to the science teacher's question about the distance of Earth from Pluto in higher level terms rather than the most basic math notation. Practice solving equations in math class enables the students to discover the solutions to problems such as $f=ma$ (force = mass times acceleration) in the science lab. Formulas taught in both subjects prepare our students for algebra, calculus, and trigonometry, as well as chemistry and physics in high school and college. By having these vertical curriculum mapping conversations, our math and science teachers give our students the skills and knowledge to be successful in higher education.

Homework is used to reinforce information presented in a lecture format. Class participation is used for reviewing homework and responding to basic questions, and guest speakers are invited to examine a specific topic. The school library offers numerous and varied resources to assist in research. Various inter-grade activities, peer tutoring, and upper-grade mentoring of the younger students are some of the ways in which our community shares our enthusiasm for learning.

5. Professional Development:

The school administration provides professional development seminars, along with the Bridgeport Diocese who provides workshops throughout the year. The Diocesan schools are working in unison to develop a curriculum map for each subject. Its purpose is to communicate the curriculum accurately and effectively to

show a natural progression of skills from grade to grade, and to check for unnecessary redundancies, inconsistencies, weaknesses, and gaps. The map identifies what students have covered and allows teachers to build on previous knowledge. Through mapping parents are able to view on line the current curriculum for each grade level.

In fact, the principal attended a conference in Utah learning more about curriculum mapping and pass this new knowledge to the faculty. Teachers have also been exposed to curriculum mapping through TECHPATHS which is worldwide company that stores core curriculum maps from school systems worldwide and then allows the individual teachers to create "diary maps" from the core maps thereby personalizing the curriculum to the students and teachers. It also allows teachers to have a worldwide curriculum conversation.

Ongoing computer technology workshops are given to instruct teachers on how to build, enhance, and support our everyday curriculum by using internet and computer technology. Teachers have been instructed in the use of the SMART board.

Staff members have participated in grant writing workshops. Through this program, the school was afforded a grant that allowed an author to give writing workshops to each class. Through federal grants the school had a seminar on bullying for teachers and students. Tips were given to help combat psychological and verbal bullying by exploring interventions to reduce bullying and harassment; empowering bystanders; how to discourage bullying; and the importance of reporting attempts to an adult. Literature was also provided to parents to assist them in discussing this subject with their child, reassuring that the school will work in partnership with the home.

The Diocese encourages the teachers to continue their education at local colleges. Through this program several teachers have recently obtained master's degrees, ensuring our goal of having highly qualified teachers. Additional credits have been earned in the areas of reading and literature by the teachers. Exposing teachers to new ideas and continual growth opportunities affords the students with the best possible examples of being and becoming lifelong learners.

6. School Leadership:

The governance structure has the principal as school leader. The principal works collaboratively with the faculty, Parents Leadership Team, Pastor and School Advisory Board, and Office of Education in the Diocese. The principal oversees the areas of spiritual development of students, student safety and well being, curriculum, personnel, finance, admissions, marketing and development and technology. The principal assures that school programs improve student performance in all learning areas by creating a school wide K - 8 Spanish I program, Algebra I for eighth grade and reading enrichment, guided reading and recovery programs throughout each grade level. The principal is also the spiritual leader of the school; therefore, programs that educate the whole child are encouraged.

The principal is in constant communication with the faculty and meets weekly with each teacher to discuss and make action plans for students. The faculty has one meeting each month devoted to analyzing student data in order to improve student performance in everyday work and standardized tests. Faculty members are empowered to take additional initiatives to boost student performance and deal with the Big Idea, embedded tasks and formative assessments. The principal also supports and encourages community and state programs that involve student writing and art with participation in the Law Day essay contest, essay applications for continuing education scholarships, posters for Fire safety Week, the local recycling center and Garbage Museum, Knights of Columbus Christmas Tree decoration contest, Spanish Heritage Month which combines art, language and music.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4125</u>	<u>\$4125</u>	<u>\$4125</u>	<u>\$4125</u>	<u>\$4125</u>	<u>\$4125</u>
K	1st	2nd	3rd	4th	5th

<u>\$4125</u>	<u>\$4125</u>	<u>\$4125</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th

<u>\$0</u>	<u>\$0</u>
12th	Other

4. What is the educational cost per student? \$ 4960 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1375
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
12 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
57 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 3 Test: IOWA Test s of Basic Skills
 Edition/Publication Year: 2006 Publisher: Riverside Publisher (Houghton Mifflin)
 Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	68	51	68	66
Number of students tested	23	25	15	27	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 3 Test: IOWA Test s of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publisher (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	72	75	69	76
Number of students tested	23	25	18	27	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 4 Test: IOWA Tests of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publisher (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	73	69	76	80
Number of students tested	22	17	27	19	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 4 Test: IOWA Tests of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publisher (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	81	81	82	82
Number of students tested	22	17	27	19	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 5 Test: IOWA Tests of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publisher (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	62	68	71	54
Number of students tested	12	25	18	20	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 5 Test: IOWA Tests of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publisher (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	79	75	82	75
Number of students tested	12	25	18	20	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 6 Test: IOWA Tests of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publisher (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	66	72	72	71	69
Number of students tested	27	18	22	20	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 6 Test: IOWA Tests of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publisher (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	75	72	82	70
Number of students tested	27	18	22	20	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 7 Test: IOWA Tests of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publisher (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	75	69	72	72
Number of students tested	18	21	23	28	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 7 Test: IOWA Tests of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publisher (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	83	78	78	79
Number of students tested	18	21	23	28	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

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